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ABSTRACT

This is an evaluation of a Title VII bilingual program that was conducted at James Monroe High School in New York City in 1979-1980 to serve Spanish speaking students. The evaluation provides a demographic context, information on student characteristics, and a program description. Instructional components discussed include: (1) funding; (2) bilingual classes; (3) mainstream classes; and (4) transition. Non-instructional components reviewed include: (1) curriculum development; (2) supportive services; (3) staff characteristics and development; (4) parental and community involvement; and (5) affective domain. Tables show students' results on the Criterion Referenced English Syntax Test. Also shown are tables measuring students' performance in science, mathematics, and social studies. In addition, test results for native language reading achievement and oral language ability are presented. Attendance figures are given and conclusions and recommendations are offered. (APM)

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# OEE Evaluation Report

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# FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007503704

Project Number: 5001-42-07623

JAMES MONROE HIGH SCHOOL

BILINGUAL PROGRAM

1979-1980

Principal: Sheila Stember

Coordinator: Lourdes Garcia de Riley


Prepared By The

BILINGUAL EDUCATION EVALUATION UNIT

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist
Sheila Lehman, Consultant
Frank O'Brien, Ph.D., Consultant



USD 21450



NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

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James Monroe High School

Bilingual Program

Year of Operation: 1979-1980, fifth year of funding

Target Language: Spanish

Number of Participants: 287 students of limited English proficiency

Grades: 9 - 12

Principal: Sheila Stember

Project Director: Lourdes Garcia de Riley

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## I. DEMOGRAPHIC CONTEXT

James Monroe High School is located in the eastern part of the South Bronx, a very depressed, low socio-economic area characterized by some of the highest crime rates in the city. The immediate vicinity of the school is a pleasant area of low-rise private homes, and for many students the beautiful, well-maintained building has become a kind of oasis. This is especially true for those who must live "over the bridge" in the Hunt's Point area, in semi-abandoned housing on burned out streets so dangerous that school personnel will only make home visits in pairs. Families are now moving closer to the school whenever possible. The attendance area of the school is populated by a fairly stable mix of mainly Black and Hispanic working class people, many of them elderly. The population is roughly 60% Hispanic, with community patterns of language use such that there is little need for students living in this area to speak English. The Hispanic population comprises Puerto Ricans, Dominicans, Ecuadorians, Panamanians, Hondurans and others, with the racial composition varied. The problems of this community typically include alcohol and drug abuse, substandard housing, arson and other crime, poverty and unemployment - all of which directly affect the Bilingual Program students.

II. STUDENT CHARACTERISTICS

In 1979, 59.39% of Monroe's total student body was of Hispanic background, with most of the remaining students designated as Black. A relatively high percentage of the Hispanic students are of limited English speaking ability; their national backgrounds reflect those found in the larger community. The low socio-economic level of the school population as a whole is reflected in the fact that according to the Metropolitan Educational Laboratory 1980-81 Poverty Component Listing nearly 44% of the student body qualified for the free lunch program.

The James Monroe High School Bilingual Program provides bilingual educational services to approximately 300 students (currently 287) in the 9th through 12th grades. This is about 12% of the entire school census. The target population is of Hispanic background and of limited English proficiency. Admission to the Bilingual Program is based on performance below the 21st percentile on the Language Assessment Battery (LAB), and on an admissions interview to which the prospective student must be accompanied by a parent or guardian.

Most program students are either foreign-born, or have recently returned to the United States mainland; a few have come to Monroe from the Intermediate schools. Their literacy in their native language ranges from on par to excellent; in English from poor to upper E.S.L. levels. Program students are characterized by a wide range of academic preparation and individual resources, but in general their needs are felt to be "intense relative to the needs of the remainder of the student body," with effective instruction representing only one of those needs.

III. PROGRAM DESCRIPTION-OVERVIEW

The James Monroe High School Bilingual Program offers instruction and supportive services to up to three hundred 9th, 10th, 11th, and 12th grade Hispanic students who are not English language dominant. Funding is provided by Title VII, Tax Levy and Title I for the current program population of 287 students. The overall philosophy of bilingual education which prevails is "to allow students to graduate on a par with English language dominant peers, to ensure that they learn English language skills, and not to negate their own native culture." This philosophy seems to be shared by the Monroe administration and the Assistant Principals who supervise the content areas.

Since its inception the program has grown considerably. Teaching staff has been increased, offerings diversified, and all staff are now certified in content areas. A great deal of curriculum work has been done, with increasing emphasis on the career component. However, the guidance counselor has been lost due to budget reductions, and there is now only one resource teacher in place of three (one each for science, business education, and ESL).

The Bilingual Program is not organized as a unified department, but rather offers bilingual instruction through the various departments at Monroe. One Assistant Principal serves as administrative supervisor of bilingual instruction in the departments. Through Title VII, the Bilingual Program has provided support, including curriculum development, counseling, and staff development, to the academic departments. The Coordinator and Curriculum Specialist serve as liaisons for the decentralized bilingual staff, attending departmental meetings, and making information available to Title VII personnel and Title I ESL teachers. In general, the program seems

well integrated into the school. It is recognized that Bilingual Program students are productive, require relatively little supervision, and have higher attendance rates than those of the general school population. This creates a favorable attitude towards the program, which is reflected in the ample and attractive space which it has been given to house its staff and resource center.

The program, which was originally funded for five years, is now in its final year. No proposal has been submitted for 1980-1981 funding.

## IV. INSTRUCTIONAL COMPONENT

Participants in the program take courses in English as a Second Language (ESL) and Native Language Arts (NLA) to develop linguistic skills in both English and their native language concurrently. Other academic, non-academic and skill subjects offered in the native language (Spanish) include math, science, social studies, and business skills. Contact with the mainstream population is maintained through English language courses in music, art, and physical education. In these courses some degree of reinforcement for ESL studies is provided. Additional mainstream classes may be taken if the student's content area and English ability is sufficient.

Tables I, II and III which follow show the sources of funding for the instructional staff of the program components, and the range of bilingual and mainstream courses in which students participate.

TABLE I

INSTRUCTIONAL PERSONNEL: FUNDING SOURCES

| INSTRUCTIONAL COMPONENT | FUNDING SOURCE(S) | NUMBER OF PERSONNEL TEACHERS | PARAS |
|---|---|---|---|
| E.S.L. | Title I | 2 | 2 |
| | Tax Levy | 2.5 | |
| English | Tax Levy | 1 | -- |
| Native Language (Spanish) | Tax Levy | 4 | -- |
| Math | Tax Levy | 2 | -- |
| Social Studies | Tax Levy | 2 | -- |
| Science | Tax Levy | 2 | -- |
| Business Skills/ Math | Tax Levy | 2 | -- |
| Hygiene | Tax Levy | 1 | -- |
| Administration & Supervision* | Tax Levy | 8 | -- |

*Each content area is supervised by each individual department's Assistant Principal.

TABLE II

STUDENT BREAKDOWN BY BILINGUAL CLASSES

| COMPONENT | NO. CLASSES* | AVERAGE CLASS REGISTER | % SPANISH INSTRUCTION | 40 MIN. PERIODS/ WEEK | STAFF: TEACH | PARA | N.L. APPROPRIATE MATERIALS |
|---|---|---|---|---|---|---|---|
| E.S.L.** | 44 | 20 | 0 | 5 | 4.5 | 2 | Yes |
| English | 2 | 22 | 0-5 | 5 | 1 | - | N/A |
| Native Language (Spanish) | 20 | 26 | 100 | 5 | 4 | - | Yes |
| Math | 10 | 25 | 100 | 5 | 1 | - | Yes |
| Science | 10 | 23 | 100 | 5 | 2 | - | Yes |
| Social Studies | 14 | 28 | 98 | 5 | 2 | - | Yes |
| Business Math | 6 | 18 | 100 | 5 | 1 | - | Yes |
| Typing/ Office Machines | 6 | 22 | 100 | 5 | 1 | - | Yes |
| Hygiene** | 2 | 29 | 0 | 4 | 1 | - | Yes |

*Total Spring and Fall semesters

**These classes were specifically for program students only, but Spanish was not the language of instruction.

TABLE III

BREAKDOWN OF PROGRAM STUDENTS IN MAINSTREAM CLASSES

| COMPONENT | STUDENT PARTICIPATION | PERIODS/WEEK | SELECTION CRITERIA |
|---|---|---|---|
| English | 40 | 5 | Appropriate content skills and/or good English skills |
| Reading | 16 | 5 | Appropriate content skills and/or good English skills |
| Math | 7 | 5 | Appropriate content skills and/or good English skills |
| Math Skills | 34 | 5 | Appropriate content skills and/or good English skills |
| Art | 38 | 5 | Appropriate content skills and/or good English skills |
| Music | 30 | 5 | Appropriate content skills and/or good English skills |
| Metal Shop | 2 | 5 | Appropriate content skills and/or good English skills |
| Physical Education | 287 | 5 | All students - required |

Note that ESL is not considered a mainstream course by this program.

The instructional program has many innovative features which reflect the staff's intelligent concern for the individuality of the students. The Title I ESL component is characterized by a great deal of individual instruction, and a special emphasis on strengthening writing skills. In respect to ESL and other subject areas, students entering from the junior high schools and those newly arrived in the United States are seen as two distinct sub-groups with differing needs. Spanish 1s is offered as a remedial course within the NLA component to further address special needs which have been identified within the student population.

At present a process has been initiated to design homogeneous grouping. Teacher recommendations were solicited and received by a group working on this problem with full administrative support. An honors component of the instructional program will eventually be developed, and will include such current offerings as Regent's Algebra and other enriched courses. This project will continue despite the ending of the Bilingual Program as such.

Other notable efforts at James Monroe include the development of an indoor gardening unit in the science program; a special social studies skills lab which teaches the construction and use of maps, cartoons and graphs; several units such as Caribbean Studies which allow the students' native culture to become integral to the instructional program; and an American Studies unit which focuses on the problems and opportunities of a pluralistic society. Finally, to provide the career skills which are increasingly recognized as vital to the student population, twelve classes were offered this year within the Business Math/Business Practice Curriculum.

Students enter the program by the usual criteria of comparative Language Assessment Battery (LAB) and Spanish Language Assessment Battery

(SLAB) scores and parental option. There is an initial interview which is done by the Program Coordinator; English and Spanish language placement examinations which each include dictation and oral questions/responses; an oral interview focussed on prior educational, cultural, and other experiences; and a review of the student's academic transcript. It is the bilingual grade advisor's responsibility to then program each student according to the cumulative picture thus developed. This programming is fairly uniform at each grade level, depending on this cumulative profile.

Transition begins when a student is ready to take a significant proportion of coursework in English. Not including ESL, 26.5% of program students take 2 or more content area courses, including music and art, in the mainstream. After ESL level 6 is reached, mainstreaming becomes a salient possibility, and a formal review is done. LAB results above 21, and positive assessments on the part of student, teacher, and parents will then result in mainstreaming. In practice, the parents usually support the teacher's decision via a form explaining the process which they are asked to complete and sign. It was reported by the Coordinator that most often the student initiates the mainstreaming process rather than waiting for a review. Conversely, no student is forced to leave the program even if this is recommended by the staff; but mainstreaming is encouraged, and the possibility of returning exists if mainstreaming was, in fact, premature.

At present 13.9% of the students (40 students) have completed ESL, but continue to receive content area instruction in their native language. They may speak better than they write in English, or may lack the vocabulary to handle specific content areas like science. An additional 15 students are fully mainstreamed but maintain a close relationship to the program's

traditional activities and supportive services (informally - since no funding provides for this).

All students are followed-up after mainstreaming: grade advisors formally check grades and attendance, and report cards are brought by students for informal inspection. Many go into the College Bound Program; the fact that the second and third ranking students in the entire school were program graduates this year was recently noted in a New York Times article on Hispanic students in the educational system. For those less academically advanced, remedial math and reading classes are available within the mainstream. In general, however, mainstreamed students are on or above par.

The Family Assistants keep careful records of students who leave the program for any reason. The relevant statistics for the current school year are given in Table IV, below. In October, the program population was 355. Of the 106 student discharges, 76 students left the program for reasons such as January graduation, returning to their native country, transferring to other New York City high schools, joining armed services or moving out of New York City. In June the program population was 259.

TABLE IV

STUDENTS' REASONS FOR LEAVING THE PROGRAM

| REASON | NUMBER OF STUDENTS |
|---|---|
| Fully mainstreamed (parental option) | 33 |
| Graduated: January (actual) | 8 |
| Transferred to another school | 29 |
| Returned to native country | 29 |
| Moved out of New York City | 6 |
| Joined armed services | 3 |
| Other (over age, GED, married, pregnant) | 30 |

V. NON-INSTRUCTIONAL COMPONENT

An overview of the non-instructional component of James Monroe High School's Bilingual Program is given by Table V, below:

TABLE V

NON-INSTRUCTIONAL PERSONNEL: FUNDING SOURCES

| Non-Instructional Component | Funding Sources | Personnel-Title | Personnel-Numbers |
|---|---|---|---|
| Curriculum Development | Title VII | Bilingual Resource Teacher* | 1 |
| Supportive Services | Title I | Bilingual Grade Advisors | 2 |
| Staff Development | Title VII | Bilingual Resource Teacher* | 1 |
| Parental & Community Involvement | Title VII | Family Assistants | 2 |
| Administration, Coordination, & Supervision | Title VII | Coordinator<br>Assistant Coordinator | 1<br>1 |

*Note that the bilingual resource teacher functions in support both of curriculum development and staff development

Note also that no bilingual guidance counselor and no bilingual secretary were funded for 1979-1980, as they had been in prior years.

Curriculum Development has been a major effort within this Bilingual Program, which began with three resource teachers, and has developed appropriate materials for every content area, including a manual and curriculum developed for teachers of English as a Second Language. Materials from other Title VII programs, and some developed with Title I funding are also in use and the program has made good use of available resource centers as well as contributing to them.

For example, this year "Writing English as a Second Language: A Guide for Teachers" was prepared by the Teacher Trainer with Title I funding, and published by the New York City Board of Education's Division of High Schools, with the considerable contribution of the Program Coordinator. Her model lessons, together with those of the ESL Coordinator at Washington Irving High School, form the heart of this publication.

Other efforts this year have included development of a "pluralistic society" component of the American Studies Curriculum, and a "fables" unit for ESL level 3. There has also been emphasis on the development of career-oriented materials for the various content areas, and the continued translation of appropriate materials by the teaching staff.

Supportive Services such as guidance, career counseling, referrrals, and home visits continue to constitute a vital component of the Bilingual Program, despite the fact that no professional staff have been funded to assume this main responsibility. A full time guidance counselor was available for the first four years of program funding, and is badly needed at present (see Recommendations). Because of this lack, many additional roles have had to be assumed by the administrative staff and by the resource teacher, specifically that of individual and group guidance. During the 1978-1979 school year, approximately 100 students met individually with the Guidance Counselor to discuss family, personal, and academic problems. In the current year, only 58 students were served, and of these some had to be referred to counseling available outside of the program.

Career counseling and education was a joint effort of the Coordinator, Assistant Coordinator, and the school's College and Career Advisor. An

evening "College and Career Conference," in which parents as well as students participated, was held school-wide, but gave special emphasis to the needs of the bilingual student. There was also a College Financial Aid meeting, and an Aspira College Fair this year. Forty-two seniors were given counseling and assistance in the completion of required application and financial aid forms, and a Vocational Interest Survey was taken. However, the career education component program last year which defined problems in relation to work habits, self-discipline, emotional stability and values, and also explored career opportunities in the current job market for 90 students, could not be repeated without the availability of a Bilingual Guidance Counselor. Home visits, telephone contacts, and referrals were mainly the responsibility of two paraprofessional Family Assistants. On the basis of teacher referrals, parental requests, and their own monitoring of attendance, 122 home visits were made in an attempt to reduce absence from class. These visits also served as the basis for further parental involvement with the program in many cases. It is worth noting again the fact that the school's attendance area is so dangerous that all home visits must be made in pairs.

Staff development has continued to be a strong area within the program, with monthly ESL meetings and a monthly workshop program giving formal structure to the in-service component. Bilingual teacher training workshops for 1979-1980 included the following:

Sept. - Title VII Goals and Objectives

Oct. - Title VII Evaluation 1978-1979

Nov. - Title VII Organization, Roles and Responsibilities

Dec. - Bilingual Terminology and Resources

Jan. - Communication Skills in the Classroom

Feb. - Behavioral Objectives (Pros & Cons)

Mar. - The Role of the Title VII Family Assistants

Apr. - Student Discipline: (The Referral Process)

May - Vocational Interests in the Bilingual Classroom

June - Subject not available

Ten teachers participated at each workshop, and there were a total of 20 teacher - participants in all. Additionally, there were a series of three ethnic/cultural workshops given for the entire school to foster understanding of students from various Hispanic cultures. Finally, two ESL workshops, one on "Guided Writing", were available to program staff. The Assistant Coordinator, Resource Teacher, two teachers and two paraprofessionals participated in monthly ESL meetings as well.

Three teachers and two paraprofessionals this year also took university courses paid for by Title VII, in ESL, administration, content areas, and evaluation and assessment. In addition, two persons, including one para-professional attended state TESOL and SABE conferences. And, finally, formal and informal participation with staff from other bilingual programs had developmental aspects. The Coordinator, Assistant Coordinator, and Resource Teacher also provided help to teachers individually, in classroom settings. As noted in previous evaluations, a special six-point training program is offered to staff. Selected teachers are evaluated, and special training sessions developed for each, including a demonstration lesson, lesson development evaluation and follow-up. Teachers inexperienced in content areas are also supported with an introduction to available materials and techniques.

Staff characteristics in regard to education and experience are presented in Table VI.

TABLE VI

TITLE VII STAFF CHARACTERISTICS: EDUCATION AND EXPERIENCE

| POSITION | EDUCATION | EXPERIENCE MONOLINGUAL | EXPERIENCE BILINGUAL |
|---|---|---|---|
| Coordinator | B.A. Spanish<br>M.S. ESL<br>24 credits toward MS in Adm. & Supervision<br>Supervisory Intership | Taught English language speech classes 1971-72 in the Alternative School program at Monroe | Taught Hygiene, American Studies, & Speech in Spanish<br>ESL teacher since 1968<br>1972-75 ESL Coordinator at Monroe<br>1975-80 Title VII Bilingual Coordinator, except for 1976-77 |
| Assistant Coordinator | B.A. History<br>M.A. Social Studies<br>Licensed Bilingual Teacher of Social Studies<br>21 credits in Bilingual Ed. | ½ terms as teacher of Social Studies in English | 6 years as a teacher of Social Studies |
| Resource Teacher | B.A. Spanish Lit.<br>M.A. Spanish Lit.<br>30 additional credits<br>Licensed Spanish teacher | | 14 years teaching all subjects in Spanish |
| Family Assistants (2) | High School Equivalency<br>one is attending college of New Rochelle | | Spanish/English Translators |

According to the 1979-80 Continuation Application, all existing bilingual content area teachers are bilingual. All of them are licensed in their respective areas by the New York City Board of Examiners of the Board of Education. All E.S.L. teachers are licensed and their accompanying bilingual Educational Assistants have met Board of Education requirements. As shown in Table VI, all Title VII professional staff members are licensed and bilingual. The Resource Teacher is a licensed Spanish teacher and all other staff are native speakers of Spanish.

Parental and Community Involvement has been a highly successful aspect of the Bilingual Program at James Monroe, despite factors such as

economics, illness, both parents working, and an unsafe neighborhood which might tend to have a negative effect on parental involvement. In fact, as more families move closer to the school because they have been burnt out or are attemping to escape the very worst area of the southeast Bronx, their ability to participate in school activities has been gradually increasing.

Many activities exist as a context for such participation. The Parent/Student/Community Advisory Committee reviews, approves and helps to plan all Bilingual Program activities at its bimonthly meetings. This year eight students, fifteen parents, and two staff members volunteered to participate, taking an active role in the success of such annual activities as La Fiesta Navidena, the College and Career Conference, Dominican Discovery Day, Pan American Day, and Open School Night.

An "Open-Door" policy is maintained: parents may visit the program on any day between 9 and 3 if they give one day's notice. In a further effort to reach out to parents, parent-teacher conferences are scheduled in the evening and on Saturdays if necessary. Parents are especially welcome to participate in school trips and in the special ethnic programs which take place both within and outside of the school. And although there is no parent education program as such at Monroe High School, interested parents are referred to Roosevelt High School for adult education.

The program uses many means of disseminating information to the parental and larger community. A newspaper, "Al Corriente", and other communications are mailed home to parents, and all school notices are translated for them. A total of 240 telephone contacts have been made so far this year, and 115 visits to the school by parents were documented. Information about the school has appeared in El Diario, the New York Times, and local Bronx publications,

and has been carried by other media. Local businessmen have been made aware of the Bilingual Program in these ways, and have contributed to and supported its activities. The staff goal is to further maximize these kinds of support to the extent possible.

Affective Domain indicators as such are no longer measured objectively. However attendance rates of Program students surpass those for mainstream students (72%) at all grade levels (See Table XVI, Attendance). The staff feels that Program students have increased respect for themselves and others, and are happier with the student role. Negative indicators are almost non-existent. There were no cases of vandalism involving Program students, minimal drop-out rates, and only 3 or 4 suspensions of girls who were subsequently readmitted.

The existence of La Voz Hispana, the Program's student newspaper, is considered an important means of enhancing self-concept, and its success is a reflection of the Program's effectiveness in the affective domain. Here students can express feelings (e.g., homesickness for a native land), exchange information, and recognize the achievements of Program participants. The Program's emphasis on writing skills is also reinforced by this activity.

Enthusiastic participation in the wide range of program extra-curricular activities (e.g., trips to plays like Lorca's La Casa de Bernarda Alba, spelling bees, or excursions to Bear Mountain, La Fiesta Navidena, and many others) is another indicator of student response to the program. The academic honors and college admission achieved by Program students, and the continued contact of graduates and mainstreamed students with the program and further measures of Program success in this respect. Finally, one

has only to look at the many photographs of Program activities taken by the Resource Teacher, an accomplished photographer, to recognize the spirit of this Program in a way that objective measures cannot capture.

## VI. ASSESSMENT PROCEDURES AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing.

### Assessment Procedures and Instruments

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

| | | |
|---|---|---|
| English as a Second Language | -- | Criterion Referenced English Syntax Test (CREST), Levels I, II, III |
| English Language Fluency | -- | Oral Language Ability Rating Scale |
| Reading in Spanish | -- | CIA Prueba de Lectura, Parts I and III |
| Mathematics Performance | -- | Teacher-made Tests |
| Science Performance | -- | Teacher-made tests |
| Social Studies Performance | -- | Teacher-made Tests |
| Attendance | -- | School and Program records |

The following analyses were performed:

A) On pre/post standardized tests of native language reading in Spanish statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test

norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1]

An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

B) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels. Mastery rates are reported by semester for two units of instruction times: by day and by month. Instruction (treatment) time is defined as the period of classroom instruction that occurred between pre- and post-testing which is conducted each semester. The maximum treatment time, as defined, is 63 days or 3.2 months (assuming that 20 days comprise one month, on the average).

C) For the New York City Oral Language Ability Rating Scale, the total number and percent of students improving at least one scale level is compared to the criterion set by the program, which stipulated that 50% of the students will demonstrate growth of one level or more.

D) The results of the criterion referenced test in mathematics, social studies, and science are reported in terms of the number and percent of students passing teacher-made tests.

E) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE VII

English as a Second Language

FALL

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

| Grade | # of Students | Average # of Objectives Attempted | Average # of Objectives Mastered | % Mastered/ Attempted | Average Days of Treatment* | Average Months of Treatment* | Objectives Mastered Per Day | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|---|---|
| 9 | 24 | 7.3 | 2.6 | 35% | 53.1 | 2.7 | .05 | 1.0 |
| 10 | 29 | 7.7 | 3.1 | 41% | 55.0 | 2.8 | .06 | 1.2 |
| 11 | 36 | 7.6 | 3.9 | 51% | 55.1 | 2.8 | .07 | 1.4 |
| 12 | 17 | 6.4 | 3.8 | 59% | 59.2 | 3.0 | .06 | 1.2 |
| Totals | 106 | 7.4 | 3.4 | 46% | 55.3 | 2.8 | .06 | 1.2 |

*Instructional time between pre- and post-testing.

Fall CREST results for the total group revealed that 7.4 objectives were attempted on the average; 3.4 of the attempted objectives were mastered (46%). The group mastered 1.2 objectives for every month of instruction on the average. Mastery ranged from 1.0 objectives mastered per month in grade 9 to 1.4 objectives per month among 11th graders.

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TABLE VIII

English as a Second Language

FALL

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

| Grade | # of Students | LEVEL I | | | LEVEL II | | | LEVEL III | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Attempted | Mastered | Percent Mastered | Attempted | Mastered | Percent Mastered | Attempted | Mastered | Percent Mastered |
| 9 | 24 | 174 | 61 | 35% | ___ | ___ | ___ | 2 | 1 | 50% |
| 10 | 29 | 155 | 58 | 37% | 34 | 19 | 56% | 35 | 14 | 40% |
| 11 | 36 | 33 | 13 | 39% | 97 | 43 | 44% | 142 | 85 | 60% |
| 12 | 17 | ___ | ___ | ___ | 31 | 17 | 55% | 78 | 47 | 60% |
| Totals | 106 | 362 | 132 | 36% | 162 | 79 | 49% | 257 | 147 | 57% |

The grade by test level crosstabulation of Fall CREST results revealed a direct relationship between grade level and level of test students functioned on primarily. Students in higher grade levels tended to function primarily at the higher test levels, and students in lower grades functioned basically at the lower grade levels. In general, students were more successful in mastering test objectives at the upper test levels regardless of grade level.

TABLE IX

English as a Second Language

SPRING

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

| Grade | # of Students | Average # of Objectives Attempted | Average # of Objectives Mastered | % Mastered/ Attempted | Average Days of Treatment* | Average Months of Treatment* | Objectives Mastered Per Day | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|---|---|
| 9 | 20 | 8.6 | 4.4 | 51% | 53.9 | 2.7 | .08 | 1.6 |
| 10 | 39 | 6.6 | 4.2 | 64% | 54.8 | 2.7 | .08 | 1.6 |
| 11 | 52 | 6.5 | 4.0 | 62% | 54.0 | 2.7 | .07 | 1.4 |
| 12 | 8 | 4.9 | 2.0 | 41% | 54.9 | 2.7 | .04 | .08 |
| Totals | 119 | 6.8 | 4.0 | 59% | 54.3 | 2.7 | .07 | 1.4 |

*Instructional time between pre- and post-testing

Spring CREST results for the total group revealed that 6.8 objectives were attempted on the average; 4.0 objectives were mastered (59%). The group mastered 1.4 objectives on the average for every month of instruction. Mastery ranged from .8 objectives per month of instruction for 12th graders to 1.6 objectives mastered per month in grades 9 and 10. Overall, student performance in Spring exceeded that of Fall performance.

TABLE X

English as a Second Language

SPRING

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

| Grade | # of Students | LEVEL I | | | LEVEL II | | | LEVEL III | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Attempted | Mastered | Percent Mastered | Attempted | Mastered | Percent Mastered | Attempted | Mastered | Percent Mastered |
| 9 | 20 | 107 | 41 | 38% | 61 | 43 | 70% | 3 | 3 | 100% |
| 10 | 39 | 21 | 13 | 62% | 175 | 112 | 64% | 62 | 38 | 61% |
| 11 | 52 | ___ | ___ | ___ | 186 | 116 | 62% | 151 | 92 | 61% |
| 12 | 8 | ___ | ___ | ___ | 9 | 5 | 56% | 30 | 11 | 37% |
| Totals | 119 | 128 | 54 | 42% | 431 | 276 | 64% | 246 | 144 | 67% |

The grade by test level crosstabulation of Spring CREST results revealed that upper grade students functioned basically at the upper test levels, and lower grade students performed primarily at the lower grade levels. Results for the combined group showed higher levels of success (percent of attempted objectives mastered) at Levels II and III. Within grade levels, students generally mastered more than 50% of the objectives they attempted.

TABLE XI

Oral Language Ability

Number and Percentages of Students Advancing
One Level or More on the Expressive and Receptive Modes
on the Oral Language Ability Rating Scale, by Grade

| Grade | N | Expressive Domain | | Receptive Domain | |
|---|---|---|---|---|---|
| | | Students Advancing One Level | % | Students Advancing One Level | % |
| 9 | 62 | 45 | 73% | 44 | 71% |
| 10 | 70 | 56 | 80% | 57 | 81% |
| 11 | 77 | 65 | 84% | 70 | 91% |
| 12 | 41 | 39 | 95% | 40 | 98% |

In the expressive mode, the percentage of students gaining one scale rating ranged from 73% at the 9th grade to 95% at the 12th grade. In the receptive mode, the percentage of students gaining one scale rating ranged from 71% at the 9th grade to 98% at the 12th grade. In each domain tested a direct relation was observed between grade level and percent of advancement; that is, the higher the grade level, the higher the percentage reaching criterion. In view of the stated evaluation objective that at least 50% of the students will gain at least one scale rating, the above table indicates that this objective was achieved in all grades in the expressive mode and in the receptive mode. The objective was met and substantially surpassed in each domain tested at all grade levels.

TABLE XII

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on the CIA Prueba de Lectura, Parts 1 and 3

| Grade | N | Mean | Pre-test Standard Deviation | Mean | Post-test Standard Deviation | Mean Difference | Corr. Pre/post | t | P | ES |
|---|---|---|---|---|---|---|---|---|---|---|
| 9 | 46 | 39.2 | 19.2 | 54.6 | 21.8 | 15.4 | .73 | 6.86 | .001 | 1.01 |
| 10 | 58 | 46.4 | 17.4 | 60.9 | 16.0 | 14.5 | .57 | 7.10 | .001 | .93 |
| 11 | 75 | 52.2 | 17.4 | 64.2 | 16.3 | 12.0 | .70 | 7.57 | .001 | .87 |
| 12 | 38 | 59.8 | 15.7 | 71.2 | 14.2 | 11.4 | .77 | 6.92 | .001 | 1.12 |

Table XII presents achievement data for students on the CIA Prueba de Lectura. Students in grades 11 and 12 showed raw score gains of approximately 12 raw score points while 9th and 10th grade students showed gains of approximately 15 raw score points. The gain for students in all grades were statistically significant at the .001 significance level. The gains for students in all grades, when expressed in standard deviation units were judged to be of large educational significance. Thus, students in all grades showed statistically and educationally significant gains in native language reading achievement.

TABLE XIII

Mathematics Performance

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

| Grade | FALL 1979 N | Number Passing | Percent Passing | SPRING 1980 N | Number Passing | Percent Passing |
|---|---|---|---|---|---|---|
| 9 | 44 | 24 | 55% | 46 | 25 | 54% |
| 10 | 62 | 38 | 61% | 55 | 34 | 62% |
| 11 | 59 | 37 | 63% | 38 | 27 | 71% |
| 12 | 13 | 9 | 69% | 13 | 8 | 62% |

In the Fall term, the percentage of students passing teacher-made examinations in mathematics ranged from 55% in grade 9 to 69% in grade 12. In Spring, the percent mastering the curriculum ranged from 54% in grade 9 to 62% in grades 10 and 12.

TABLE XIV

Science Performance

Number and Percent of Students Passing Teacher-Made Examinations in Science

| Grade | FALL 1979 N | Number Passing | Percent Passing | SPRING 1980 N | Number Passing | Percent Passing |
|---|---|---|---|---|---|---|
| 9 | 15 | 8 | 53% | 41 | 27 | 66% |
| 10 | 40 | 35 | 88% | 40 | 36 | 90% |
| 11 | 48 | 37 | 77% | 51 | 47 | 92% |
| 12 | 13 | 13 | 100% | 4 | 4 | 100% |

In the Fall term, the percentage of students passing teacher-made examinations in science ranged from 53% in grade 9 to 100% in grade 12. In Spring, the percent mastering the curriculum ranged from 66% in grade 9 to 100% in grade 12.

TABLE XV

Social Studies Performance

Number and Percent of Students Passing Teacher-Made Examinations in Social Studies

| Grade | FALL 1979 N | Number Passing | Percent Passing | SPRING 1980 N | Number Passing | Percent Passing |
|---|---|---|---|---|---|---|
| 9 | 24 | 20 | 54% | 42 | 14 | 33% |
| 10 | 54 | 32 | 59% | 37 | 18 | 49% |
| 11 | 74 | 60 | 81% | 57 | 43 | 75% |
| 12 | 23 | 23 | 100% | 26 | 15 | 58% |

In the Fall term, the percentage of students passing teacher-made examinations in social studies ranged from 54% in grade 9 to 100% in grade 12. In Spring, the percent mastering the curriculum ranged from 33% in grade 9 to 75% in grade 11.

TABLE XVI

Attendance

Significance of the Difference between Attendance Percentages of Program Students and the Attendance Percentage of the School

Average School-Wide Attendance Percentage: 72%

| Grade | No. of Students | Average Attendance | Standard Deviation | Percentage Difference | t | p |
|---|---|---|---|---|---|---|
| 9 | 62 | 77.1% | 16.9 | 5.0 | 2.38 | .025 |
| 10 | 70 | 84.7% | 13.8 | 12.7 | 7.70 | .001 |
| 11 | 77 | 86.1% | 11.6 | 14.1 | 10.67 | .001 |
| 12 | 41 | 89.8% | 8.8 | 17.8 | 12.95 | .001 |

Program student average attendance rates ranged from 77% in grade 9 to approximately 90 in grade 12. The average attendance rate among non-program mainstream students was 72%. Students at all grades surpassed this rate. The percentage difference, in favor of program students ranged from 5% in grade 9 to 17.8% in grade 12. In comparison to non-program mainstream students, program students exceeded the school-wide average at levels that were statistically significant. Thus the stated objective for student attendance rates was met and subtantially surpassed.

Summary of Findings

The following section presents the findings for each area of assessment of student performance. Discussion is provided where outcomes require interpretation or further explanation.

1. Oral Language Skills in English. The precentage of students advancing one level on the Oral Language Ability Rating Scale ranged from 71% to 98%, in all cases far exceeding the program's criterion level of 50%.

2. English Language Skills. In the Fall term, the number of objectives mastered on the Criterion Referenced English Syntax Test (CREST) ranged from 1.0 to 1.4 per month, in all cases equalling or exceeding the criterion of one curricular objective mastered for four weeks of instruction. There was a direct relationship between grade level and instructional level, with a tendency to master a higher percentage of the objectives attempted as the grade level increased. In the Spring, the number of objectives mastered ranged from 0.8 to 1.6, with an average of 1.4 mastered per month overall. With the exception of the small group of eight 12th graders, all other groups of students achieved at a level far above the criterion.

3. Native Language Reading Skills. Students in all grades showed statistically and educationally significant gains in native language reading as measured by the Prueba de Lectura, Interamerican Series.

4. Achievement in the Content Areas of Mathematics, Science, and Social Studies. In mathematics, 10th, 11th and 12th grade students achieved passing rates of over 60% on teacher-made

final examinations, while the 9th graders achieved 54% and 55% passing rates. Only the 9th graders fell short of the criterion level (60% passing).

In science, students in grades 10, 11, and 12 achieved rates of passing teacher-made examinations which far exceeded the criterion level, ranging from 77% to 100%. Of the 9th graders, students in the Spring exceeded the criterion level, while those in the Fall failed to achieve it. On the whole, Monroe students achieved the program's objective for mastery in this area.

In social studies, the percentage of students passing teacher-made examinations ranged from 33% to 100%. Eleventh grade students (Fall and Spring) and 12th graders (Fall term) had rates of passing which exceeded the criterion level, while 9th and 10th graders (Fall and Spring terms) and 12th graders (Spring) failed to meet the program's objectives for achievement. Generally, there was a tendency for the percentage of students passing to increase with grade level, and for the number of students passing examinations to be lower in the Spring than in the Fall.

5. Attendance. Bilingual students had attendance rates which ranged from 77% to 89.8%. In comparison to the rates for the total school population, program students exceeded the school-wide average at levels that were statistically significant at all grade levels. Overall, attendance rates showed a clear tendency to increase with grade level.

## VII. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Over the years of its operation, the Bilingual Program at James Monroe High School has demonstrated particular successes in a number of areas. Student achievement has been consistently high, and bilingual students' attendance rates have exceeded the school-wide rates whenever comparisons have been made. In support of instruction, the program developed and implemented an effected staff training program geared to the specific needs of individual teachers. Bilingual program staff members have developed curricula in ESL, hygiene, social studies, mathematics, American studies, economics, as well as manuals in ESL and classroom management. One to these, Writing English as a Second Language: A Guide for Teachers, was published by the New York City Board of Education. Finally, particularly noteworthy has been the program's involving students, parents and the wider community in school activities through articles, newsletters, a student journal, and intensive and persistent contact. Local businesses have contributed the use of buses and have donated food, prizes, and other support to program activities. Slide shows and the effective use of photography have helped to disseminate the program as well. In these many domains, the Bilingual program has proven its success.

### Recommendations

In view of its previous successes, it is strongly recommended that the program be continued. As this is its last year of funding under Title VII, it is recommended that alternative sources of funding be identified towards the continued provision of supportive services to students who are in need of them (as under the provisions of Title VII).

Most specifically, it is hoped that a guidance counselor with bilingual skills will be identified to serve students who cannot communicate their needs effectively in English.

# VIII. APPENDIX

## APPENDIX A

Rating Oral Language Ability

Oral Language Ability Rating Scale, New York City

Scale for Rating Pupil's Ability to Speak English

Enter for each pupil the letter A, B, C, D, E, F corresponding to ability to speak English in the classroom, defined as follows:

A -- Speaks English, for his age level, like a native - with no fo or hesitancy due to interference of a foreign language.

B -- Speaks English with a foreign accent, but otherwise approximates t fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.

C -- Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English, and therefore speaks hesitantly upon occasion.

D -- Speaks English in more than a few stereotyped situations but speaks it haltingly at all times.

E -- Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.

F -- Speaks no English.

The expected outcomes listed for each grade in this handbook can serve as a guide for evaluating achievement and relating them to the above scale. This is particularly significant for the C, B, and A designations that use as a comparison typical native pupils of like age.